



RUBRIC VERSION 1.1

Guidelines for Peer Review Panel (PRP)/ Accreditation Inspection Committee (AIC)



2013

NATIONAL BUSINESS EDUCATION ACCREDITATION COUNCIL
HEC, Islamabad

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INTRODUCTION

The final Framework Review Committee meeting was held at HEC regional Centre, Lahore on December 09th, 2012 to develop the guidelines (RUBRIC) for Accreditation Inspection Committee (AIC). The following members have attended the meeting:

1.	Prof. Dr. Rasheed Kausar, Pro Rector, University of Management Technology, C-II Johar Town, Lahore	Convener
2.	Prof. Dr. Muhammad Nishat Vice Chairman, NBEAC/Associate Dean, Institute of Business Administration, Karachi.	Member
3.	Dr. Zahoor Hasan Syed Professor/ Former- Vice Chancellor, Lahore University of Management Sciences, Lahore.	Member
4.	Dr. Abdul Latif, Chairman, Higher Studies & Research, Faculty of Management Sciences, International Islamic University, Islamabad.	Member
5.	Dr. Anwar Ali Shah, ProVice Chacellor, Pro Vice Chancellor , University of Sindh, Jamshoro.	Member
6.	Prof. M. Amanullah Khan Dean, Faculty of Management Sciences, Riphah International University, Islamabad.	Member
7.	Dr. Sadia Nadeem, HOD, Management Sciences, FAST University, Islamabad.	Member
8.	Dr. Jan Muhammad, HoD, Faculty of Management Sciences, University of Baluchistan, Quetta	Member
9.	Dr. Muhammad Mohsin Director, Institute of Management Sciences, Peshawar	Member
10.	Mr. Zaki Rashidi Senior Faculty Members, SZABIST Karachi	Member
11.	Mr. Nadeem Mustafa HoD, Management Sciences, GIFT, Gujranwala	Member

Proformae 1: Strategic Management

15% weightage

Criteria	W=4 Exceeds the standards	X =3 Meets the standard	Y=2 Minor Deficiency	Z=1 Major Deficiency
1. Autonomy Form Reference # F01: 10 & 11	<ul style="list-style-type: none"> Financial: The school has an appropriate allocated documented budget and the authority to disburse Administrative: The head of business school and academic departmental heads are in place and functional Academic: Board of Studies, Board of Advanced Studies, Board of Faculty, Academic Council are in place and functional 	<ul style="list-style-type: none"> Financial: The school has an appropriate allocated documented budget but no clear authority to disburse Administrative: The head of business school and academic departmental heads are in place and functional Academic: Board of Studies, Board of Advanced Studies, Board of Faculty, Academic Council are in place and not completely functional as per documented 	<ul style="list-style-type: none"> Financial: The school has no prior allocated documented budget and no clear authority to disburse Administrative: The head of business school / academic departmental heads are in place and functional Academic: Board of Studies, Board of Advanced Studies, Board of Faculty, Academic Council are in place and not completely functional as per documented 	<ul style="list-style-type: none"> Financial: The school has no prior allocated documented budget and no clear authority to disburse Administrative: The head of business school / academic departmental heads are not in place and functional Academic: Board of Studies, Board of Advanced Studies, Board of Faculty, Academic Council are not in place
2. Financial support Form Reference # F01: 5	<ul style="list-style-type: none"> Institution has the support of external funding agencies Institution has the sufficient endowment fund as per the act to sustain Institution has the support of provincial / federal agency in terms of fee 	<ul style="list-style-type: none"> Institution has the sufficient endowment fund as per the act to sustain Institution has the support of provincial / federal agency in terms of fee and infrastructure development 	<ul style="list-style-type: none"> Institution lacks sufficient endowment fund as per the act to sustain Institution has the support of provincial / federal agency in terms of fee and infrastructure development 	<ul style="list-style-type: none"> Institution lacks sufficient endowment fund to sustain Institution has not adequate financial inflow

	<ul style="list-style-type: none"> and infrastructure development Institution has the adequate financial inflow through fees 	<ul style="list-style-type: none"> Institution has the adequate financial inflow through fees 	<ul style="list-style-type: none"> Institution has the adequate financial inflow through fees 	
<p>3. External governance</p> <p>Form Reference # F01: 6 &7</p>	<ul style="list-style-type: none"> The institution has the active presence of international members in various governing and academic bodies The institution has the active presence of national members in various governing and academic bodies of business school There is clear evidence of governing mechanism and implementation through these bodies For financial governance independent audit system is in place, transparent and communicated to the stake holders 	<ul style="list-style-type: none"> The institution has the active presence of national members in various governing and academic bodies of business school There is clear evidence of governing mechanism and implementation through these bodies of business school For financial governance independent audit system is in place, transparent and communicated to the stake holders 	<ul style="list-style-type: none"> The institution has the active presence of external members in various governing and academic bodies There is clear evidence of governing mechanism and implementation through these bodies For financial governance independent audit system is in place, transparent and communicated to the stake holders 	<ul style="list-style-type: none"> The institution does not have the presence /active presence of external members in various governing and academic bodies There is vague evidence of governing mechanism and implementation through these bodies Lacks in financial governance through independent audit system / transparency. communication
<p>4. Internal governance</p> <p>Form Reference # F01: 6 & 10</p>	<ul style="list-style-type: none"> The institution has in place all functional and departmental hierarchical systems for 	<ul style="list-style-type: none"> The institution has in place major functional and departmental hierarchical 	<ul style="list-style-type: none"> The institution has in place few functional and departmental hierarchical systems for 	<ul style="list-style-type: none"> The institution has in place no functional and departmental hierarchical systems for

	<p>academic and non-academic departments</p> <ul style="list-style-type: none"> • Reporting and control mechanism is in place and periodic reports are regularly disseminated • For financial governance internal audit system is in place, transparent and communicated to the stake holders 	<p>systems for academic and non-academic departments</p> <ul style="list-style-type: none"> • Reporting and control mechanism is in place and periodic reports are occasionally disseminated • For financial governance internal audit system is in place, but opaque and not fairly communicated to the stake holders 	<p>academic and non-academic departments</p> <ul style="list-style-type: none"> • Reporting and control mechanism is in place and periodic reports are rarely disseminated • For financial governance internal audit system is in place, but opaque and not communicated to the stake holders 	<p>academic and non-academic departments</p> <ul style="list-style-type: none"> • Reporting and control mechanism is in not place and periodic reports are not disseminated • For financial governance internal audit system is not in place nor communicated to the stake holders
<p>5. Sense of Vision</p> <p>Form Reference # F01: 8</p>	<ul style="list-style-type: none"> • Vision is realistic and shared among the all stake holders • Goals, objective, strategies are present and completely aligned with the vision • There is clear evidence through different steps taken in last 2 – 3 years that institute is moving towards achieving the vision • Institute has sufficient resources, commitment and leadership to achieve the vision 	<ul style="list-style-type: none"> • Vision is realistic and shared among the all stake holders • Goals, objective, strategies are present and aligned with the vision • There is some evidence through different steps taken in last 2 – 3 years that institute is moving towards achieving the vision • Institute has not sufficient resources, commitment and leadership to achieve the vision but striving for it 	<ul style="list-style-type: none"> • Vision is realistic but not shared among the all stake holders • Most of the goals, objective, strategies are present and partially aligned with the vision • There is somewhat evidence through different steps taken in last 2 – 3 years that institute is moving towards achieving the vision • Institute has not sufficient resources, commitment and leadership to achieve the 	<ul style="list-style-type: none"> • Vision is neither realistic nor shared among the all stake holders • Goals, objective, strategies are neither present nor aligned with the vision • There is no evidence through different steps taken in last 2 – 3 years that institute is moving towards achieving the vision • Institute has not sufficient resources, commitment and leadership to achieve the vision and no evidence to get

		and will accomplish in near future	vision and no evidence to get this in near future	this in near future
6. Sense of mission Form Reference # F01: 9	<ul style="list-style-type: none"> • Mission statement of business school is clear, current and aligned with its vision statement • Mission statement is linked with strategies, goals and objectives set by the school • Mission statement is supporting the identity and clear distinction of the school • Strong evidences are available that school is achieving its mission in real sense 	<ul style="list-style-type: none"> • Mission statement of business school is clear, current and but not completely aligned with its vision statement • Mission statement is linked with strategies, goals and objectives set by the school but lacks coherence • Mission statement is supporting the identity and clear distinction to the school • Weak evidences are available that school is achieving its mission in real sense 	<ul style="list-style-type: none"> • Mission statement of business school is clear but not current / not completely aligned with its vision statement • Mission statement is linked with the strategies, goals and objectives set by the school but not coherent • Mission statement is not supporting the identity and clear distinction to the school • No evidences are available that school is achieving its mission 	<ul style="list-style-type: none"> • Mission statement of business school is not clear / current / not aligned with its vision statement • Mission statement is not linked with the strategies, goals and objectives set by the school • Mission statement is not supporting the identity and clear distinction of the school • No evidences are available that school is translating its mission
7. Clarity & coherence of future strategy Form Reference # F01: ??	<ul style="list-style-type: none"> • There are number of documented strategies available and linked with the mission statement to achieve the set strategic intent • The implementation responsibilities and resources are in place • Various leading indicators are 	<ul style="list-style-type: none"> • There are number of documented strategies available and linked with the mission statement to achieve the set strategic intent • The implementation responsibilities and resources are somewhat in place 	<ul style="list-style-type: none"> • There is clear strategic intent but no proper documented strategies • The implementation responsibilities and resources are not in place 	<ul style="list-style-type: none"> • There is not any clear strategic intent and plan.

	available as an evidence	<ul style="list-style-type: none"> • Various indicators are available as an evidence 		
<p>8. Credibility of present strategic positioning</p> <p>Form Reference # F01: 7, 8 & 9</p>	<ul style="list-style-type: none"> • The university has a documented strategic plan shared with all stake holders. • Involvement and ownership of key stakeholders in development and implementation • KPA and other indicators are supporting the strategic plan 	<ul style="list-style-type: none"> • The university has a documented strategic plan shared with all stake holders. • Involvement and ownership of key stakeholders in development and implementation • KPA and other indicators are not supporting the strategic plan 	<ul style="list-style-type: none"> • The university has a clear strategic intent but proper documentation is lacking. • No Involvement or ownership of key stakeholders in development and implementation • KPA and other indicators are not supporting the strategic plan? 	<ul style="list-style-type: none"> • The university has not any strategic intent and any documented strategic plan.

Proformae 2: Curriculum

15% weightage

Criteria	W=4 Exceeds the standards	X =3 Meets the standard	Y=2 Minor Deficiency	Z=1 Major Deficiency
9. Coherence of the programs and portfolio Form Reference # F02: 1 - 5	<ul style="list-style-type: none"> • Written curriculum is available • It is approved by BoS and Academic Council • Fully meets the structural guidelines given by HEC. • Aligned with the mission and vision of the business school. • Evidence exists for proper implementation of the curriculum. 	<ul style="list-style-type: none"> • Written curriculum is available • It is approved by BoS and Academic Council • Fully meets the structural guidelines given by HEC. 	<ul style="list-style-type: none"> • Written curriculum is available • Fully meets the structural guidelines given by HEC. • Not approved by BoS and academic council 	<ul style="list-style-type: none"> • Not meeting the structural guidelines given by HEC.
10. Program Design Form Reference # F02: 6, 7, 8, 9, 11	<ul style="list-style-type: none"> • Theme of the program is clearly spelled out • The learning outcomes of each program are properly defined • The program facilitates the achievement of defined learning outcomes. • Internal structure and process exists for design and review of the curriculum e.g., program teams 	<ul style="list-style-type: none"> • Theme of the program is clearly spelled out • The learning outcomes of each program are properly defined • The program facilitates the achievement of defined learning outcomes. • Internal structure and process exists for design and review of the curriculum e.g., program teams 	<ul style="list-style-type: none"> • Theme of the program is clearly spelled out • The learning outcomes of each program are properly defined • The program facilitates the achievement of defined learning outcomes. 	<ul style="list-style-type: none"> • The program objectives, theme and learning outcomes are not defined

	<p>or knowledge unit.</p> <ul style="list-style-type: none"> Evidence regarding implementation of the process e.g., minutes of the meetings of program teams. 	<p>or knowledge unit.</p>		
<p>11. Program Content and Coverage</p> <p>Form Reference # F02: 6, 11</p>	<ul style="list-style-type: none"> Detailed outlines of the program are available Course objectives and learning outcomes are defined in each outline Reference and teaching material are regularly updated and revised Latest reference and teaching material are prescribed and used Week wise distribution of topics and material 	<ul style="list-style-type: none"> Detailed outlines of the program are available Course objectives and learning outcomes are defined in each outline Reference and teaching material are not regularly updated and revised 	<ul style="list-style-type: none"> Course outlines of the program are available 	<ul style="list-style-type: none"> Course outlines are not provided to students
<p>12. Program Delivery</p> <p>Form Reference # F02: 6, 13, 14, 15</p>	<ul style="list-style-type: none"> Semester system is being following in its true spirit Detailed time table is developed and shared with the students for each program Teaching methods employed meet the 	<ul style="list-style-type: none"> Semester system is being following in its true spirit Detailed time table is developed and shared with the students for each program Teaching methods employed meet the 	<ul style="list-style-type: none"> Semester system is being following in its true spirit Time table of the program Course files are being adequately maintained 	<ul style="list-style-type: none"> Semester System is not being followed

	<p>requirements of the course and program</p> <ul style="list-style-type: none"> • Course files are being adequately maintained • Course assessment is done by the faculty and the students at the end of each semester 	<p>requirements of the course and program</p> <ul style="list-style-type: none"> • Course files are being adequately maintained 		
<p>13. Course Assessment</p> <p>Form Reference # F02: 14</p>	<ul style="list-style-type: none"> • Assessment criteria is defined in course outlines • The defined assessment criteria is followed • Process exists for reviewing the quality of exam material • The quality of exam results is reviewed and monitored before declaration 	<ul style="list-style-type: none"> • Assessment criteria is defined in course outlines • The defined assessment criteria is followed • Process exists for reviewing the quality of exam material 	<ul style="list-style-type: none"> • Assessment criteria is defined in course outlines • The defined assessment criteria is followed 	<ul style="list-style-type: none"> • Assessment Criteria is not defined
<p>14. Skills provision</p> <p>Form Reference # F02:10 & 9</p>	<ul style="list-style-type: none"> • The skills intended to be produced by the program are defined in learning outcome • The skills defined are in line with requirements of the job market • Delivery and assessment of the program ensure the 	<ul style="list-style-type: none"> • The skills intended to be produced by the program are defined in learning outcome • The skills defined are in line with requirements of the job market 	<ul style="list-style-type: none"> • The skills intended to be produced by the program are defined in learning outcome 	<ul style="list-style-type: none"> • The skills intended to be produced by the program are not defined in learning outcome

	provision defined skills <ul style="list-style-type: none"> • Graduates of the program enjoy high employability 			
15. Responsiveness to Corporate Needs Form Reference # F02:10 & 9	<ul style="list-style-type: none"> • Corporate needs have been identified • Industry representatives are involved in BoS and Academic Council • Projects and assignments given to the students are related to current corporate issues • Corporate representatives are involved in program delivery and assessment 	<ul style="list-style-type: none"> • Corporate needs have been identified • Industry representatives are involved in BoS and Academic Council 	<ul style="list-style-type: none"> • Corporate needs have been defined • No participation from industry representatives 	<ul style="list-style-type: none"> • Corporate needs are not defined

Proformae 3: Students

15% weightage

	W=4 Exceeds the standards	X =3 Meets the standard	Y=2 Minor Deficiency	Z=1 Major Deficiency
16. Student Enrolment	<ul style="list-style-type: none"> • There is a clear, documented policy to determine the number of students to be enrolled, keeping in view the resources and infrastructure. • The number of students to be enrolled should be aligned with the vision, mission and objectives of the Business School. • In the planning of student enrollment, class size should not exceed, in general, 45 for undergraduate and 30 for graduate and post graduate students. 	<ul style="list-style-type: none"> • There is a documented policy to determine the number of students to be enrolled, keeping in view the resources and infrastructure. • The number of students to be enrolled is generally aligned with the vision, mission and objectives of the Business School. • In the planning of student enrollment, class size should not exceed, in general, 45 for undergraduate and 30 for graduate and post graduate students. • There is some fluctuation in class size and enrollment, ignoring the policy. 	<ul style="list-style-type: none"> • There is no clear policy to determine the number of students to be enrolled; decisions are made on ad hoc basis. • There is fluctuation in class size and enrollment. 	<ul style="list-style-type: none"> • There is no policy to determine the number of students to be enrolled; decisions are made on ad hoc basis. • There are major fluctuations in the number of enrollments, reflecting the inability to carry out or follow any planning; this fluctuation is not a reflection of the changes in resources.

<p>17. Success to Dropout Ratio</p>	<ul style="list-style-type: none"> • There is a clear, documented policy for drop out and for monitoring drop out. This is implemented transparently. • The university regularly collects and analyses data on success to dropout ratio. • The drop out because of academic reasons is in the range of 2% – 5%. 	<ul style="list-style-type: none"> • There is a documented policy for drop out and for monitoring drop out. This is implemented transparently. • The university collects and analyses data on success to dropout ratio. • The drop out because of academic reasons is in the range of 2% – 10%. 	<ul style="list-style-type: none"> • There is no clear policy for drop out. • The university does not monitor and collects data on success to dropout ratio. • The drop out because of academic reasons is in the range of extremely low (less than 1%) or extremely high (between 10% - 20%). 	<ul style="list-style-type: none"> • There is no clear policy for drop out. • The university does not monitor and collects data on success to dropout ratio. • The drop out because of academic reasons is nil or extremely high (more than 15%).
<p>18. Student to Teacher Ratios</p>	<ul style="list-style-type: none"> • There is a clear, documented policy to follow the HEC guidelines on student to teacher ratio. • This policy is regularly monitored to ensure that for undergraduate the ratio is lower than 25:1 and for graduates (MBA/MS) the ratio is lower than 15:1. 	<ul style="list-style-type: none"> • There is a documented policy to follow the HEC guidelines on student to teacher ratio. • This policy is regularly monitored but there is up to 10 percent fluctuation on the higher side. 	<ul style="list-style-type: none"> • The university tries to follow the HEC guidelines on student to teacher ratio. • This policy is not properly monitored and the submitted ratios are 10-20 percent higher than the HEC recommendations. 	<ul style="list-style-type: none"> • There is no concern for implementing the HEC guidelines. The submitted ratios are higher than 20 percent of the recommended HEC guidelines.
<p>19. Student placement/ Quality of placement office/ Corporate involvement in students' recruitment and placement</p>	<ul style="list-style-type: none"> • There is a clear, documented policy for student placement and internships. There is proper monitoring and documentation of students' 	<ul style="list-style-type: none"> • There is a clear, documented policy for student placement and internships. There is proper monitoring and documentation of students' 	<ul style="list-style-type: none"> • There is no clear, documented policy for student placement and internships and lack of proper monitoring and documentation of students' 	<ul style="list-style-type: none"> • There is no documented policy for student placement and internships and lack of proper monitoring and documentation of students'

	<p>placement and internships.</p> <ul style="list-style-type: none"> • The School has an effective placement office with qualified and dedicated staff to have liaison with the corporate sector. • A list of corporate partners is regularly updated, keeping in view the specialization of the students and the local market conditions. • The interaction with the corporate players takes place through multiple events such as Open House, HR Calling, guest speaker invitations, research and consultancy. • The placement office maintains a complete list of graduating students and follows up till the students are adequately placed. 	<p>placement and internships.</p> <ul style="list-style-type: none"> • The School shares a placement office with the university through some senior faculty member for coordination purposes. • A list of corporate partners is regularly updated. • The interaction with the corporate players takes place on ad hoc basis. • The placement office maintains a complete list of graduating students and follows up till the students are adequately placed. • The placement office also houses a section for arranging internships. • The placement office takes feedback from employers as to the quality of students on 	<p>placement and internships.</p> <ul style="list-style-type: none"> • The placement activities are coordinated and monitored by a faculty member. • There is no comprehensive list of corporate partners. • The interaction with the corporate players takes place on ad hoc basis. • There is no comprehensive list of graduating students and their placement. • The placement office takes limited initiatives for arranging internships. • There is no system of getting feedback from the corporate sector and employers about the alumni. 	<p>placement and internships.</p> <ul style="list-style-type: none"> • The placement activities are poorly coordinated and monitored by a faculty member. • There is no list of corporate partners. • The interaction with the corporate players takes place on ad hoc basis. • No list is maintained about the placement of the students. • No initiatives are taken for internships. • There is no system of getting feedback from the corporate sector and employers about the alumni.
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	<ul style="list-style-type: none"> • The placement office also houses a section for arranging internships keeping in view the specializations with appropriate organizations. • The placement office takes feedback from employers as to the quality of students on continuous basis. 	<p>continuous basis on an ad hoc basis.</p>		
<p>20. Quality of support services: (i)Need based Scholarships (ii) Counseling and Guidance (iii) individualized learning support</p>	<ul style="list-style-type: none"> • There is a clear, documented policy for providing support services to the students i.e. specifically need based scholarships, counseling and guidance and individualized learning and support for the weak students and a budget is allocated for these services. All three of the mentioned services should be provided. • The policy is disseminated among the students through multiple channels of communication. 	<ul style="list-style-type: none"> • There is a documented policy for providing support services to the students i.e. need based scholarships, counseling and guidance and individualized learning and support for the weak students and a budget is allocated for these services. At least two of the three services should be provided. • The policy is disseminated among the students through multiple channels of communication. 	<ul style="list-style-type: none"> • There is no documented policy for providing support services to the students. However support is provided in at least one of the areas such as need based scholarships, counseling and guidance and individualized learning and support for the weak students. • Ad hoc communication takes place to disseminate information about these initiatives. • Transparent and fair procedures are followed on ad hoc basis. 	<ul style="list-style-type: none"> • There is no policy or procedure for providing support services to the students. • Some support on ad hoc basis is provided occasionally and without proper assessment or communication resulting in lack of knowledge of any such facilities. • Transparent and fair procedures are not followed.

	<ul style="list-style-type: none"> • Transparent and fair procedures are followed to implement the policy. • The impact of the policy is regularly monitored. 	<ul style="list-style-type: none"> • Transparent and fair procedures are followed to implement the policy. 		
21. Personal Grooming and Development	<ul style="list-style-type: none"> • The School exhibits a clear focus on personality and skills development and takes initiatives beyond classroom teaching in the form of organizing workshops, seminars, community project etc. • An appropriate budget is allocated for undertaking the above mentioned activities. • A regular calendar of such activities is developed and implemented. This calendar is communicated through multiple channels. • The impact of the above 	<ul style="list-style-type: none"> • The School exhibits clear focus on personality and skills development and takes initiatives beyond classroom teaching in the form of organizing workshops, seminars, community project etc. • An appropriate budget is allocated for undertaking the above mentioned activities. • Such activities are carried out on an ad hoc basis and they are communicated through multiple channels. • The impact of the above mentioned 	<ul style="list-style-type: none"> • There is no clear focus on personality and skills development beyond classroom teaching in the form of organizing workshops, seminars, community project etc. • No specific budget is allocated for undertaking the above mentioned activities. Occasional ad hoc activities in this regard take place without proper planning and monitoring. 	<ul style="list-style-type: none"> • There is no focus on personality and skills development beyond classroom teaching in the form of organizing workshops, seminars, community project etc. • There are almost no activity in related areas.

	mentioned activities is regularly monitored.	activities is not monitored regularly.		
22. Project-based work, internships and action learning	<ul style="list-style-type: none"> The School takes concrete steps for action learning and to deliver practical knowledge through internships and project based work. The faculty and the placement office is effectively involved in monitoring and implementing the related activities. Industry-based projects and conceived and finalized in consultation with the corporate partners. 	<ul style="list-style-type: none"> The School takes concrete steps for action learning and to deliver practical knowledge through internships and project based work. The faculty and the placement office is effectively involved in monitoring and implementing the related activities. 	<ul style="list-style-type: none"> The School shows concern about action learning and to deliver practical knowledge through internships and project based work. The faculty and the placement office has limited involvement in monitoring and implementing the related activities. 	<ul style="list-style-type: none"> The School shows concern about action learning and to deliver practical knowledge but no specific steps are being undertaken in this regards. Most of the students complete their degree without internships or doing industry-based projects.
23. Quality of student progression	<ul style="list-style-type: none"> Formal mechanism of student progression and career counselling exists. Faculty Counsellor(s)/ Advisor(s) exists. Meetings with students held on regular basis. Challenges have been identified 	<ul style="list-style-type: none"> Formal mechanism of student progression and career counselling exists. Faculty Counsellor/ Advisor exists. Meetings with students held effectively. 	<ul style="list-style-type: none"> Formal mechanism of student progression and career counselling exists. Faculty Counsellor/ Advisor exists. 	<ul style="list-style-type: none"> No support for Students regarding progression and career counselling

	<ul style="list-style-type: none"> Ownership & monitoring of Challenges exists 			
24. Alumni Association	<ul style="list-style-type: none"> The School has a clear policy for the establishment of an alumni association and its involvement in curriculum development, program delivery and skills development of the students responsive to corporate needs. The alumni are also involved in placements and internships. The alumni association is properly structured with bye- laws and funds. The association has a properly planned calendar of activities for meetings, workshops, seminars and allied activities. The membership of the association consists of more than 70 percent of the alumni. 	<ul style="list-style-type: none"> The School has a clear policy for the establishment of an alumni association and its involvement in curriculum development, program delivery and skills development of the students responsive to corporate needs. The alumni are also involved in placements and internships. The alumni association is properly structured with bye- laws and funds. The association has a properly planned calendar of activities for meetings, workshops, seminars and allied activities. The membership of the association consists of approx. 50 percent of the alumni. 	<ul style="list-style-type: none"> The School has a clear policy for the establishment of an alumni association. The alumni association has limited involvement in curriculum development, program delivery and skills development of the students responsive to corporate needs. The alumni also have limited involvement in placements and internships. The alumni association is properly structured with bye- laws and funds. The association carries out multiple activities such as meetings, workshops, seminars on ad hoc basis. The membership of the association consists of approx. 30 percent of the alumni. 	<ul style="list-style-type: none"> The School has a policy for the establishment of an alumni association. The alumni association has limited involvement in curriculum development, program delivery and skills development of the students responsive to corporate needs. The alumni also have limited involvement in placements and internships. The association carries out multiple activities such as meetings, workshops, seminars on ad hoc basis. The membership of the association consists of approx. 20 percent of the alumni.

<p>25. Opportunities for study abroad</p>	<ul style="list-style-type: none"> • MoU's signed with International Universities. • Study Tours • Institutional Support • Student Exchange programs • Intl. Alumni Chapters • International Resources 	<ul style="list-style-type: none"> • MoU's signed with International Universities. • Study Tours • Institutional Support • Student Exchange programs 	<ul style="list-style-type: none"> • MoU's signed with International Universities. • Study Tours • Institutional Support 	<p>No opportunities to study abroad</p>
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Proforma 4: Faculty

20 % weightage

Criteria	W=4 Exceeds standards	X =3 Meets Standards	Y=2 Minor Deficiency	Z=1 Major deficiency
26. Adequacy in terms of size and portfolio of degree programs, research centers and other activities	<ul style="list-style-type: none"> Clear policy document exists along with the evidence that the overall impact that meets the expected standards in all cases. Also adequate faculty resources to undertake new initiatives – develop new programs and/or undertake new research projects <p>Size and Portfolio</p> <ul style="list-style-type: none"> Minimum of 15 full time faculty members 03 Prof/ Associate Prof Minimum 03 Assistant Prof <p>Student Faculty Ratio</p> <p>Undergraduate- 1:25</p> <ul style="list-style-type: none"> Graduate (MBA,MS)- 1:15 Post Graduate(MPhil)- 1:10 PhD- 1:5 <p>Additional Faculty</p> <ul style="list-style-type: none"> Additional 02 faculty members per center (e.g. Research Centre, Incubation Centre etc.) 	<ul style="list-style-type: none"> Policy document exists and there is evidence that is used in most cases with minor deficiency w.r.t the expected standards. <p>Size and Portfolio</p> <ul style="list-style-type: none"> Minimum of 15 full time faculty members 03 Prof/ Associate Prof Minimum 03 Assistant Prof <p>Student Faculty Ratio</p> <ul style="list-style-type: none"> Undergraduate- 1:25 Graduate (MBA,MS)- 1:15 Post Graduate(MPhil)-1:10 PhD- 1:5 Adequate strength of faculty to undertake work associated with various research and other centers that the school. has established 	<ul style="list-style-type: none"> Policy document exists but not followed in most cases leading to weaknesses in meeting the expected standards or no policy exists but set of established practices are followed. <p>Size and Portfolio</p> <ul style="list-style-type: none"> Less than 15 full time faculty members Less than 03 Prof/ Associate Prof Less than 03 Assistant Professors. Faculty student ratios are worse than 1:25 (UG) , 1:15 (masters), 1:5 Phd 	<ul style="list-style-type: none"> No policy document exists and adhoc practices are followed and the overall impact is much below the expected standard The number of faculty and their qualifications are significantly less than that needed for the programs that the school runs.

27. Qualification	<ul style="list-style-type: none"> • More than 70% of faculty has PhD degrees • All the professionally qualified faculty have experience at senior management and minimum of 18 years of Education for the entire faculty. <p>Foreign qualified</p> <ul style="list-style-type: none"> • Min 02 foreign qualified PhDs 	<ul style="list-style-type: none"> • More than 50% of faculty has PhD degrees • The entire faculty has a minimum of 18 years of Education (both academically and professionally qualified). • Professionally qualified faculty has minimum of 15 years of professional experience at senior executive positions <p>Foreign qualified</p> <ul style="list-style-type: none"> • Min 02 foreign qualified PhDs 	<ul style="list-style-type: none"> • More than 30% of faculty has PhD degrees • Minimum of 18 years of Education for both academically and professionally qualified faculty. • Minimum of 02 PhD's <p>Foreign qualified</p> <ul style="list-style-type: none"> • None of the faculty member is foreign qualified 	<ul style="list-style-type: none"> • Minimum of 18 years of Education for both academically and professionally qualified faculty. • Less than 02 PhD's
28. Faculty planning	<ul style="list-style-type: none"> • Faculty resource plan exists. • This process should include acquisition and allocation of faculty resources. • Clear policy document exists for Course allocation along with the evidence • (Lecturer=4, Assistant Professor=3, Associate Professor/ Professor=2) • Clear policy exists for determining teaching exemptions for the faculty with administrative responsibilities 	<ul style="list-style-type: none"> • Faculty resource plan exists. • This process should include acquisition and allocation of faculty resources. • Clear policy document exists for Course allocation along with the evidence • (Lecturer=4, Assistant Professor=3, Associate Professor/ Professor=2) • Clear policy exists for determining teaching exemptions for 	<ul style="list-style-type: none"> • Faculty resource plan exists. • This process should include acquisition and allocation of faculty resources • Policy exists but not consistently followed for assignment of responsibilities and course allocation. 	<ul style="list-style-type: none"> • No policy document exists and adhoc practices are followed and the overall impact is much below the expected standard. Several courses are allocated to faculty for teaching at short notice. • Several examples of outside teachers being used for teaching due to lack of availability of

	<ul style="list-style-type: none"> There is evidence that at least 90% of teaching course load over the last one year was in full compliance 	the faculty with administrative responsibilities		school's own faculty
29. Faculty recruitment	<ul style="list-style-type: none"> Clear policy document exists for faculty recruitment i.e. Regular Contractual Visiting Adjunct Clear policy for delegation of recruitment responsibility to Dean and HoD's. Job descriptions exist for Program Coordinators and all other administrative staff. There is evidence that the recruitment policies are being followed consistently and no course had to be dropped or given to outside faculty due to non-availability of school's own faculty. 	<ul style="list-style-type: none"> Clear policy document exists for faculty recruitment i.e. Regular Contractual Visiting Adjunct Policy for power delegation exists and is followed in most cases. Job descriptions exist and are followed consistently. There is evidence that recruitment policies are followed consistently. 	<ul style="list-style-type: none"> Clear policy document exists for faculty recruitment i.e. Regular Contractual Visiting Adjunct There is lack of evidence that the recruitment policy is being followed consistently. There are examples of violations of some aspects of the recruitment policy 	<ul style="list-style-type: none"> No policy document exists and adhoc practices are followed for recruitment of faculty
30. Faculty Development	<ul style="list-style-type: none"> Policy document exists along with documentary evidence for faculty development, salary structure, promotion, and reward processes etc. There is evidence that the faculty 	<ul style="list-style-type: none"> Policy document exists along with documentary evidence for faculty development, salary structure, promotion, and reward processes etc. There is 	<ul style="list-style-type: none"> Faculty development policy does not exist and/or not followed entirely in practice. But there I still evidence , the university is encouraging and promoting faculty 	<ul style="list-style-type: none"> No documented faculty development policy exists and faculty development activities, if any, are undertaken entirely on ad-hoc basis.

	<p>development policies are being followed consistently as indicated by actual record of faculty sent to different training seminars, workshops and programs.</p> <ul style="list-style-type: none"> • There is evidence that faculty capabilities and skills in teaching and research have improved consistently over the recent years. • There is clear evidence that faculty development activities support continuous improvement in instructional methods. • 	<p>evidence that the faculty development policies are being followed consistently as indicated by actual record of faculty sent to different training seminars, workshops and programs.</p>	<p>development activities</p>	
31. Faculty Role in Strategic Decision Making	<ul style="list-style-type: none"> • Minimum 15% representation in all the strategic decision making forums and • representation of Faculty in Statutory bodies: • Senate – at least one University teacher from Business Faculty • Syndicate along with the Dean of Business School are members of syndicate • Academic Council/ Board of Studies- at least 	<ul style="list-style-type: none"> • The Business school Dean and HoD represented in Academic Council and Board of Studies. • Business school faculty is consulted on all key strategic issues • There is some representation of faculty in main strategic decision making forums - 	<ul style="list-style-type: none"> • Only Dean Participates in Academic council and BoS. • No representation of HoD and/or other faculty of the business school in strategic decision making forums – senate/syndicate/BOG/BOT. 	<ul style="list-style-type: none"> • No formal role of Business faculty in strategic decision making or the related consultative processes or forums.

	<p>Dean and HoD of Business Faculty.</p> <ul style="list-style-type: none"> • At least 30% Business faculty participates in representation committees constituted by Senate, Syndicate, Academic Council etc. • No strategic plan/decision is taken without consent of the faculty and most new strategic initiatives are triggered and led by faculty 	senate/syndicate /BOG/BOT.		
32. Faculty Consulting	<ul style="list-style-type: none"> • Policy document for faculty consulting exists with evidence that it is being followed consistently in all cases. Clear policy on how consulting fees will be shared between individual faculty and the Business School • Consultancy work by faculty is encouraged and considered in making annual appraisals and evaluations for promotions to higher ranks. • There is evidence that faculty consulting is highly valued and 	<ul style="list-style-type: none"> • Policy document for faculty consulting exists with evidence that it is being followed consistently in all cases. Clear policy on how consulting fees will be shared between individual faculty and the Business School • Consultancy work by faculty is encouraged and considered in making annual appraisals and evaluations for promotions to higher ranks. Significant number of 	<ul style="list-style-type: none"> • Policy document for faculty consulting exists but is not very comprehensive (lacks clarity on key issues) and/or is not consistently followed in practice. There is some evidence of faculty being engaged in consulting work 	<ul style="list-style-type: none"> • Not documented policy on faculty consulting or Faculty not involved in consulting business or Faculty consulting work is discouraged

	considered a desirable and important part of a faculty member's role at the school	faculty is actively engaged in consulting.		
33. Faculty evaluation and assessment	<ul style="list-style-type: none"> • A clear policy and process exists for an objective assessment of faculty members' contributions and performance in teaching, research and service area. • Process for establishing, communicating and reviewing faculty member's performance expectations is in place. • The faculty evaluation process includes inputs from peers, academic administration, and student feedback. • There is evidence that the evaluation and assessment policies and processes are being followed in practice in a consistent manner. • The faculty assessment and evaluation process includes inputs from external stakeholders like industry and community. 	<ul style="list-style-type: none"> • A clear policy and process exists for an objective assessment of faculty members' contributions and performance in teaching, research and service area. • Process for establishing, communicating and reviewing faculty members' performance expectations is in place. • The faculty evaluation process includes inputs from peers, academic administration, and student feedback. • There is evidence that the evaluation and assessment policies and processes are being followed in practice in a consistent manner. 	<ul style="list-style-type: none"> • A clear policy and process exists for an objective assessment of faculty members' contributions and performance in teaching, research and service area. • Process for establishing, communicating and reviewing faculty members' performance expectations is in place. • There is evidence that faculty evaluation and assessment policy and process has not been followed in some cases. • 	<ul style="list-style-type: none"> • No clear and policy an process document exists for faculty evaluation and assessment. There is clear evidence that faculty assessment and evaluation takes place in an ad-hoc and inconsistent manner.

	<ul style="list-style-type: none"> There is a process and related evidence that the faculty assessment and evaluation process in improved on a regular basis by reviewing its effectiveness. 			
34. Faculty Diversity (Gender, Regional/ International, Social, Rural/ Urban)	<p>Gender Mix and diversity</p> <ul style="list-style-type: none"> There is a clearly stated policy to attract achieve gender, regional, social and rural/urban diversity in faculty and there is evidence that progress has been achieved in this regard in more than two dimensions (increase in proportion of faculty from under represented areas) and now at least 10 percent of faculty is from these categories. No more than 10% of the faculty are graduates of the same school who have not studied beyond their studies at the school. <p>Social engagement</p> <ul style="list-style-type: none"> There is a stated policy to 	<p>Gender Mix and diversity</p> <ul style="list-style-type: none"> There is a clearly stated policy to attract achieve gender, regional, educational, social and rural/urban diversity in faculty and there is evidenced that some progress has been achieved in this regard in at least two dimensions (increase in proportion of faculty from under represented areas), <p>Social engagement</p> <ul style="list-style-type: none"> There is a stated policy to encourage faculty to engage in various social organizations and there is evidence that some faculty members are 	<p>Gender Mix and diversity</p> <ul style="list-style-type: none"> There is no clearly stated policy for faculty diversity. However, certain evidence exists that progress has been made to in this regard. <p>Social engagement</p> <ul style="list-style-type: none"> There is a stated policy to encourage faculty to engage in various social organizations but there is lack of evidence to suggest that faculty is engaged in this regard 	<ul style="list-style-type: none"> Gender Mix and diversity There is no stated policy in this regard. No evidence that any efforts are being made except some ad-hoc steps <p>Social engagement</p> <ul style="list-style-type: none"> No state policy in this area.

	encourage faculty to engage in various social organizations and there is evidence that sizable number of faculty are actually engaged in this manner.	engaged in this manner		
35. Faculty's stability and turnover	<ul style="list-style-type: none"> • Faculty turn-over is less than 5% • There is a clear process to independently identify the reasons whenever a faculty member decides to leave the business school 	<ul style="list-style-type: none"> • Faculty turn-over is less than 10% per year and some process in place to determine the reasons for a faculty members decision to leave the school 	<ul style="list-style-type: none"> • 10-20 % faculty turn-over rate and only adhoc measures used to determine causes for a faculty member's decisions to leave the school 	<ul style="list-style-type: none"> • Higher than 20% faculty turn-over rate and no clear interest in understanding its causes
36. Faculty participation in external academic and professional organizations	<ul style="list-style-type: none"> • A clear and supportive policy exists for faculty participation in external academic and professional organizations. • School management encourages faculty members to be active members of at least one professional body. There is evidence that more than 80% of faculty are members of professional bodies and/or some of them have made valuable contributions to these professional bodies. 	<ul style="list-style-type: none"> • A clear and supportive policy exists for faculty participation in external academic and professional organizations. • School management encourages faculty members to be active members of at least one professional body 	<ul style="list-style-type: none"> • A policy exists but is not comprehensive and/or is not followed consistently. • Only limited participation by faculty in professional bodies. 	<ul style="list-style-type: none"> • No policy exists and almost no faculty member is involved in any external professional organizations

<p>37. Faculty exposure to the corporate world and social organizations</p>	<ul style="list-style-type: none"> • A clear policy exists that includes mechanisms and incentives for faculty members to engage with industry and community at large • Evidence exists that majority of faculty is actively engaged with corporate and/or social organizations 	<ul style="list-style-type: none"> • A clear policy exists that includes mechanisms and incentives for faculty members to engage with industry and community at large and there is evidence that a sizable number of faculty are engaged in such activities. 	<ul style="list-style-type: none"> • A clear policy exists that includes mechanisms and incentives for faculty members to engage with industry and community at large and there is only limited evidence that a few faculty members are engaged in such activities. 	
<p>38. International exposure of the faculty</p>	<ul style="list-style-type: none"> • Majority of faculty has extensive international exposure through PhD studies abroad. • At least 20% faculty members participate in international workshops/conferences/forums/lectures every year 	<ul style="list-style-type: none"> • At least 20% of faculty has foreign exposure and experience in the form of: <ul style="list-style-type: none"> • Having studied abroad • Work abroad • Spent time abroad as a visiting scholar 	<ul style="list-style-type: none"> • None of the faculty member is foreign qualified • International exposure is only through conference papers 	<ul style="list-style-type: none"> • No clear policy to hire faculty with international exposure or to encourage faculty to participate in international workshops/seminars/conferences etc. No faculty member has participated in such international forums in the last year.

Note:

PQ faculty must meet the following qualifications:

1. In most cases, possess at least a master's degree (or equivalent qualification) in a discipline or field related to the area of teaching responsibilities;
2. Professional experience at the time of hiring that is significant in duration and level of responsibility and consistent with the area of teaching responsibilities; and
3. Continuous development activities that demonstrate the maintenance of intellectual capital (or currency in the teaching field) consistent with the teaching responsibilities.

Sources: <http://www.aacsb.edu/accreditation/business/standards/participants/standard10.asp>

Fulltime Faculty- These are permanent Faculty Members employed on full time basis by the institution

Adjunct - Employed at another institution but available to the institution for certain period of time on full time basis

Visiting- Relationship with the institution on the course by course basis but may work somewhere else.

Proforma 5: Research and Development

10 % weightage

Criteria	W=4 Exceeds the standards	X =3 Meets the standard	Y=2 Minor Deficiency	Z=1 Major Deficiency
39. Clear policy Form Reference # F05: 1 & 6	<ul style="list-style-type: none"> • There exist a fully functional research centre / unit and is headed by a full-time experienced doctoral faculty • There is a clear policy articulated and well disseminated to all stake holders regarding research and development objectives, process and funding • The policy is aligned with vision, mission, and objectives of business school and used as a vehicle to promote research 	<ul style="list-style-type: none"> • There exist a research centre / unit and is headed by a faculty member in the school • There is a clear policy articulated and well disseminated to all stake holders regarding research and development objectives, process and funding • The policy is somehow aligned with vision, mission, and objectives of business school and used as a vehicle to promote research 	<ul style="list-style-type: none"> • The research centre does not exist as a separate entity ; however, research work is looked after by a senior faculty member • There is a policy articulated and disseminated to all stake holders regarding research and development objectives, process and funding but not functional • The policy is misaligned with vision, mission, and objectives of business school or not used as a vehicle to promote research 	<ul style="list-style-type: none"> • There is no research centre in business school • There is no clear policy / policy is not capable enough to promote research culture in the school
40. Distinctive expertise Form Reference # F05: 2 & 3	<ul style="list-style-type: none"> • The faculty members of the school have an adequate mix of degrees and experience of research in different 	<ul style="list-style-type: none"> • The faculty members have an inadequate mix of degrees and experience of research in different fields 	<ul style="list-style-type: none"> • The faculty members do not have qualification and experience of research in 	<ul style="list-style-type: none"> • There is no expertise of research available in the school in any area OR

	<p>fields (e.g. Marketing, HRM, Accounting and Finance, and Economics etc.)</p> <ul style="list-style-type: none"> • The publications of faculty members (in last five years) exhibit the field in which they are associated • The school / research centre / faculty have active special interest groups (SIGs) / working groups in different fields. • The research work of the school is relevant to the national need and is contextualized 	<p>(e.g. Marketing, HRM, Accounting and Finance, and Economics etc.),</p> <ul style="list-style-type: none"> • The publications of faculty members (in last five years) somewhat exhibit the field in which they are associated • The research work of the school is relevant to the national need and is contextualized 	<p>different fields</p> <ul style="list-style-type: none"> • The publications of faculty members (in last five years) do not exhibit the field in which they are associated • The research work of the school is not relevant to the national need and is contextualized 	<ul style="list-style-type: none"> • The publications of faculty members do not reflect the areas of expertise
<p>41. Quality of research output Form Reference # F05: 2 & 3</p>	<ul style="list-style-type: none"> • Research is published in reputed national and international journals and conferences (having impact factor) • Research produced by the faculty is cited by national and international indexes • Research is published in the form of book / book chapter / monograph etc. • Research is used by the industry as a best practice or a solution of their immediate / long term problem 	<ul style="list-style-type: none"> • Research is published in reputed national and international journals and conferences (HEC recognized) • Research is published in the form of book / book chapter / monograph etc. • Research is used by the industry as a best practice or solution of their immediate / long term problem 	<ul style="list-style-type: none"> • Research is published in reputed national or international journals and conferences • Research is used by the industry as a solution of their problem 	<ul style="list-style-type: none"> • There are no research publications
<p>42. Sufficiency of time devoted to research</p>	<ul style="list-style-type: none"> • Faculty develops an annual plan for their R&D work 	<ul style="list-style-type: none"> • Faculty develops an annual plan for 	<ul style="list-style-type: none"> • There is no clear annual planning by 	<ul style="list-style-type: none"> • There is no annual planning by

<p>Form Reference # F05: 4</p>	<ul style="list-style-type: none"> • Minimum 25% time is devoted by the faculty to research and development work • The research output of the faculty substantiates the time allocation and plan • The course load and administrative workload / other assignments substantiate the time allocation and annual planning 	<p>their R&D work</p> <ul style="list-style-type: none"> • Minimum 20% time is devoted by the faculty to research and development work • The research output of the faculty substantiate the time allocation and plan • The course load and administrative workload / other assignments substantiate the time allocation and annual planning 	<p>faculty for their R&D work</p> <ul style="list-style-type: none"> • Minimum 10% time is devoted by the faculty to research and development work • The research output of the faculty substantiate the time allocation and plan • The course load and administrative workload / other assignments substantiate the time allocation and annual planning 	<p>the faculty regarding R&D work</p> <ul style="list-style-type: none"> • No specific time is allocated by the faculty for their R&D work OR • The research output of the faculty does not substantiate the time allocation and plan OR • The course load and administrative workload / other assignments do not substantiate the time allocation and annual planning
<p>43. Adequacy of funding for research Form Reference # F05: 10</p>	<ul style="list-style-type: none"> • An adequate amount of fund (say 10% of total budget) is allocated for R&D by the institute • There is an adequate external funding for R&D besides the budgetary allocation • Last three years financial documents reflecting the continuations and steady flow of funding and expenditures towards R&D 	<ul style="list-style-type: none"> • A sufficient amount of fund is allocated for R&D by the institute • There is a sufficient external funding for R&D besides the budgetary allocation • Last three years financial documents reflecting the continuations and steady flow of funding and 	<ul style="list-style-type: none"> • There is no fixed amount allocated to R&D • There is an insufficient external funding for R&D besides the budgetary allocation • Last three years financial documents are not reflecting the continuations and steady flow of funding and 	<ul style="list-style-type: none"> • There is no fixed amount allocated to R&D • There is no external funding for R&D • No financial evidence regarding inflow and outflow towards R&D

		expenditures towards R&D	expenditures towards R&D	
44. Innovative development Form Reference # F05: 8 & 9	<ul style="list-style-type: none"> The business research is producing innovative idea, process, and product / service relevant to the industry / academic need The innovative developments are shared with industry and academia through exhibitions and conferences 	<ul style="list-style-type: none"> The business research is producing innovative idea, process, and product / service relevant to the industry / academic need The innovative developments are somewhat shared with industry and academia through exhibitions and conferences 	<ul style="list-style-type: none"> The business research is somewhat producing innovative idea, process, and product / service relevant to the industry / academic need The innovative developments are not shared with industry and academia through exhibitions and conferences 	<ul style="list-style-type: none"> The business research is not producing innovative idea, process, and product / service relevant to the industry / academic need
45. Relevance of R & D to Corporate world Form Reference # F05: 2 & 3	<ul style="list-style-type: none"> The collective research output of business school is addressing the needs and solving the problems of the corporate world There is a formal and active collaboration of business school and industry regarding the generation of specific research output There is a clear evidence of acceptance by the industry regarding the research output of business school / centre / individual faculty 	<ul style="list-style-type: none"> The collective research output of business school is somewhat addressing the needs and solving the problems of the corporate world There is a formal but not so active collaboration of business school and industry regarding the generation of specific research output There is a no clear evidence of acceptance by the industry regarding the 	<ul style="list-style-type: none"> The collective research output of business school is not addressing the needs and solving the problems of the corporate world 	<ul style="list-style-type: none"> There is no relation of business schools R&D with the corporate world

		research output of business school / centre / individual faculty		
46. International scope and recognition of R&D Form Reference # F05: 2 & 3	<ul style="list-style-type: none"> The business school is regularly producing international books / cases / research papers / patents / Intellectual Property rights The research output of business school is published at renowned forums by leading publishers 	<ul style="list-style-type: none"> The business school is frequently producing international books / cases / research papers / patents / Intellectual Property rights The research output of business school is published at renowned forums by leading publishers 	<ul style="list-style-type: none"> The business school is occasionally producing international books / cases / research papers / patents / Intellectual Property rights The research output of business school is published at renowned forums by leading publishers 	<ul style="list-style-type: none"> The business school is not producing any international books / cases / research papers / patents / Intellectual Property rights 50% publications in blacklisted journals(e.g. African, IJCRB)
47. Contribution of R & D to teaching Form Reference #F05: 7	<ul style="list-style-type: none"> The school has an alignment of R&D with the course portfolio of the program A large number of courses are introduced / updated / changed / merged due to the R&D process and outcome The outcomes of R&D are shared regularly in classroom in form of cases, research articles, book chapters, monographs etc. The quality of teaching is enhanced due to the 	<ul style="list-style-type: none"> The alignment of R&D with the course portfolio of the program is weak Sufficient number of courses are introduced / updated / changed / merged due to the R&D process and outcome The outcomes of R&D are shared occasionally in classroom in form of cases, research 	<ul style="list-style-type: none"> The alignment of R&D with the course portfolio of the program is missing Very few courses are introduced / updated / changed / merged due to the R&D process and outcome The outcomes of R&D are shared rarely in classroom in form of cases, research articles, book chapters, 	<ul style="list-style-type: none"> The alignment of R&D with the course portfolio of the program is missing No course introduction / update / change due to the R&D process and outcome The R&D process and outcome are never shared in classroom by the faculty No evidence of teaching quality

	R&D by the faculty as reflected by course files of last 3 – 4 semesters.	<p>articles, book chapters, monographs etc.</p> <ul style="list-style-type: none"> No clear evidence of quality of teaching enhancement due to the R&D by the faculty as reflected by course files of last 3 – 4 semesters. 	<p>monographs etc.</p> <ul style="list-style-type: none"> No clear evidence of quality of teaching enhancement due to the R&D by the faculty as reflected by course files of last 3 – 4 semesters. 	enhancement due to R&D
48. Contribution of R & D to faculty development Form Reference #F05: 5 & 7	<ul style="list-style-type: none"> There is a strong linkage between R&D activities and faculty development program in the business school R&D budget is linked by a clear policy and processes dealing with faculty development program There is a clear evidence regarding incremental and progressive change in teaching courses, research, and faculty portfolio over last five years due to involvement in R&D 	<ul style="list-style-type: none"> There is a linkage between R&D activities and faculty development program in the business school R&D budget is linked by a clear policy and processes dealing with faculty development program 	<ul style="list-style-type: none"> There is a weak linkage between R&D activities and faculty development process in the business school R&D budget is not linked by clear policy and processes with faculty development process 	<ul style="list-style-type: none"> No linkage between R&D activities and faculty development process in the business school
49. Contribution of consultancy to faculty Form Reference # F05: 11 & 12	<ul style="list-style-type: none"> The business school has a clear policy guideline on consultancy projects provided by the faculty There exists a formal mechanism and avenue of sharing the learning experiences of senior faculty 	<ul style="list-style-type: none"> The business school has a policy guideline on consultancy projects provided by the faculty No formal mechanism exists regarding learning experiences of 	<ul style="list-style-type: none"> The business school has no policy guideline on consultancy projects provided by the faculty 	<ul style="list-style-type: none"> No consultancy work is done by the school

	conducting the consultancy work through research seminar / forums resulting in the junior faculty development	senior faculty conducting the consultancy work		
50. Program development Form Reference # F05: 12	<ul style="list-style-type: none"> • Degree program, curriculum, and course content are developed and updated regularly as a result of R&D work in the school • Instructional strategies are innovated and enhanced by R&D learning outcomes 	<ul style="list-style-type: none"> • Degree program, curriculum, and course content are developed and updated occasionally as a result of R&D work in the school • Instructional strategies are enhanced by R&D learning outcomes 	<ul style="list-style-type: none"> • Degree program, curriculum, and course content are developed and updated rarely as a result of R&D work in the school • Instructional strategies are not enhanced by R&D learning outcomes 	<ul style="list-style-type: none"> • Degree program, curriculum, and course content are not developed and updated as a result of R&D work in the school

Proforma 6: Social Responsibility

5 % weightage

Criteria	W=4 Exceeds the standards	X=3 Meets the standard	Y=2 Minor Deficiency	Z=1 Major Deficiency
51. Code of moral principles and ethics Form Reference #F06: 1	<ul style="list-style-type: none"> The values of business school have been defined and disseminated Faculty code of ethics have been developed and shared with the faculty. Clear policy documents exists regarding the discipline and plagiarism of the students Evidence exists for the implementation of above mentioned policies 	<ul style="list-style-type: none"> The values of business school have been defined and disseminated Faculty code of ethics have been developed and shared with the faculty. Clear policy documents exists regarding the discipline and plagiarism of the students 	<ul style="list-style-type: none"> Policy document exists but not followed in most cases leading to weaknesses in meeting the expected standards or no policy exists but set of established practices are followed Plagiarism policy is too lenient 	<ul style="list-style-type: none"> No policy document exists and ad hoc practices are followed
52. Development of communities/ Participation in community services/social/ activities Form Reference # F06: 2, 4, 5 & 8	<ul style="list-style-type: none"> Documented system exists for identifying and initiating projects which lead to development of communities Various societies are formulated and are actively taking initiatives for development of the communities Incubation centers are established and/or facilities exist for supporting small business initiatives 	<ul style="list-style-type: none"> Documented system exists for identifying and initiating projects which lead to development of communities Various societies are formulated and are actively taking initiatives for development of the communities 	<ul style="list-style-type: none"> Various societies are formulated and are actively taking initiatives for development of the communities 	<ul style="list-style-type: none"> Documentation is not available Not any community exists.

<p>53. Dissemination of Knowledge to community/NGO Form Reference # F06: 3</p>	<ul style="list-style-type: none"> Guidelines are established for undertaking initiatives for dissemination of knowledge The School works in partnership with local colleges & schools for promoting dissemination of knowledge Various activities are regularly held which enhance dissemination of knowledge amongst the students 	<ul style="list-style-type: none"> Guidelines are established for undertaking initiatives for dissemination of knowledge Various activities are occasionally held which enhance dissemination of knowledge amongst the students There is not any substantial evidence 	<ul style="list-style-type: none"> Various activities are rarely held which enhance dissemination of knowledge amongst the students 	<ul style="list-style-type: none"> Guidelines are not available Not any activity held in the last academic year
<p>54. Responsibilities in corporate/business sector Form Reference #F06: 6</p>	<ul style="list-style-type: none"> The corporate sector responsibilities have been clearly defined Corporate training sessions are regularly arranged Research conducted focuses on real corporate issues Faculty is engaged in providing consultancy and support to the corporate sector 	<ul style="list-style-type: none"> Corporate training sessions are occasionally arranged Faculty is engaged in providing consultancy and support to the corporate sector on adhoc basis 	<ul style="list-style-type: none"> Corporate training sessions are rarely arranged Faculty is demotivated in providing consultancy and support to the corporate sector. 	<ul style="list-style-type: none"> Not any training session held from the last academic year No consultancy from faculty to the corporate sector
<p>55. Sponsorships with organizations or Institutes Form Reference # F06: 7</p>	<ul style="list-style-type: none"> Formal relationship exists between the schools and social sector organizations for promotion of moral values Joint activities are regularly held for 	<ul style="list-style-type: none"> Formal relationship exists between the schools and social sector organizations for promotion of moral values 	<ul style="list-style-type: none"> Informal relationship exists between the schools and social sector organizations for promotion of moral values 	<ul style="list-style-type: none"> Informal relationships exists on adhoc basis

	upholding moral and ethical values	<ul style="list-style-type: none">• Joint activities are occasionally held for upholding moral and ethical values	<ul style="list-style-type: none">• Joint activities are rarely held for upholding moral and ethical values	
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Proforma 7: Resources

10 % weightage

Criteria	W=4 Exceeds the standards	X =3 Meets the standard	Y=2 Minor Deficiency	Z=1 Major Deficiency
56. Quality of the learning environment	<p>Good quality classrooms with multimedia facilities; adequate number of classrooms to schedule all classes.</p> <p>Good quality faculty offices, with one person per office at senior level and some sharing by two at lecturer level.</p> <p>Conference/meeting room of good quality.</p>	<p>Reasonable quality classrooms with multimedia facilities; adequate number of classrooms to schedule all classes.</p> <p>Reasonable quality faculty offices, with one person per office at senior level and some sharing by two at lecturer level.</p> <p>Conference/meeting room of good quality</p>	<p>Only some classrooms with multimedia facilities, and poor quality furniture; adequate number of classrooms to schedule all classes.</p> <p>Majority faculty offices on the basis of sharing of two people.</p> <p>No or poor quality conference/meeting room.</p>	<p>Only some classrooms with multimedia facilities, and poor quality furniture; inadequate lecture area per student, as per HEC guidelines.</p> <p>Majority faculty offices on the basis of sharing of two people; major.</p> <p>No or poor quality conference/meeting room.</p>
57. Library, Databases, Computer access, Labs etc.,	<p>Several thousand books available related directly to management sciences, with updated editions; hardcopy subscriptions to 15 journal of international repute; access to digital library; online library system; generous seating capacity of library.</p> <p>Dedicated computer labs for Management Sciences; 1:10 ratio of PC: student in general and 1:3</p>	<p>Several thousand books available related directly to management sciences, with an attempt to update editions; hardcopy subscriptions to 10 journal of international repute; access to digital library; online library system; generous seating capacity of library.</p> <p>Dedicated computer labs for Management Sciences; 1:12 ratio of PC: student in general and 1:5</p>	<p>Several thousand books available related directly to management sciences, though the editions are out of date; hardcopy subscriptions to 5 journal of international repute; access to digital library; online library system.</p> <p>Dedicated computer labs for Management Sciences; At least 1:15 PC: 1:8 student ratio in lab based courses; individual</p>	<p>Limited books available related directly to management sciences, and the editions are out of date; hardcopy subscriptions to 2 journal of international repute; access to digital library.</p> <p>Shared computer labs for Management Sciences; at least 1: 20 PC: 1:10 student ratio in lab based courses; individual laptops/desktops provided to faculty; an effort to provide printing facility for students;; email addresses for all faculty and staff.</p>

	ratio in lab based courses; updated specifications of computers in labs; individual laptops provided to faculty; good printing facility for students; good email bandwidth; email addresses for all students, faculty and staff.	ratio in lab based courses; updated specifications of computers in labs; individual laptops/desktops provided to faculty; reasonable printing facility for students; good email bandwidth; email addresses for all students, faculty and staff.	laptops/desktops provided to faculty; an effort to provide printing facility for students; reasonable email bandwidth; email addresses for all faculty and staff.	
58. Effectiveness of financial management systems	<p>There is a clear documented budget for the Management Sciences department.</p> <p>The budget is in line with the strategy and mission of the department.</p> <p>The three year figures provided reflect growth or stability, as per the strategic goals of the department.</p> <p>Clear supporting documents have been provided to peers during the visit, wherever needed.</p>	<p>The budget for the Management Sciences department is explicitly mentioned (with details) in the university's budget.</p> <p>The budget reflects the strategy and mission of the department.</p> <p>The three year figures provided reflect growth or stability, as per the strategic goals of the department.</p> <p>Most supporting documents have been provided to peers during the visit, wherever needed.</p>	<p>The budget for the Management Sciences department is implicit in the university's budget.</p> <p>There is no coherence between the budget and the strategy and mission of the department.</p> <p>The three year figures provide information about the university, and hence clear judgement cannot be made about the growth or stability of the management sciences department. However, the overall figures are healthy.</p> <p>Most supporting documents have been provided to peers during the</p>	<p>The budget for the Management Sciences department is implicit in the university's budget.</p> <p>There is no coherence between the budget and the strategy and mission of the department.</p> <p>The three year figures provide a limited and/or unhealthy picture.</p> <p>Several supporting documents could not be provided to peers during the visit.</p>

			visit, wherever needed.	
59. Quality of administrative system	<p>Documented policies for all administrative procedures in the departments.</p> <p>Good quality administrative support by the availability of e.g. department secretary, course coordinators; academic officer, assistants, office boys.</p> <p>Good support staff in library, computer labs etc.</p>	<p>Defined practices exist for all administrative procedures in the departments.</p> <p>Good quality administrative support by the availability of e.g. department secretary, course coordinators; academic officer, assistants, office boys.</p> <p>Good support staff in library, computer labs etc.</p>	<p>Reasonable practices exist for all administrative procedures in the departments.</p> <p>Some administrative support by the availability of e.g. department secretary, course coordinators; academic officer, assistants, office boys.</p> <p>Some support staff in library, computer labs etc.</p>	<p>Most decisions are taken on ad hoc basis.</p> <p>Limited or poor quality administrative support by the availability of e.g. department secretary, course coordinators; academic officer, assistants, office boys.</p> <p>Limited or poor quality support staff in library, computer labs etc.</p>
60. Other facilities	<p>Good quality in facilities such as cafeteria, parking, common room, prayer room, play grounds, transport facilities, toilets etc.</p> <p>Presence of a business incubation centre.</p>	<p>Good quality in facilities such as cafeteria, parking, common room, prayer room, play grounds, transport facilities, toilets etc.</p>	<p>Average quality in facilities such as cafeteria, parking, common room, prayer room, play grounds, transport facilities, toilets etc.; some facilities, such as play grounds, or common rooms may be absent.</p>	<p>Poor quality or absence of facilities such as cafeteria, parking, common room, prayer room, play grounds, transport facilities, toilets etc.</p>

Proformae 8: Academic and Corporate/ Business

5% weightage

	W=4 Meets the standards	X =3 Minor Deficiency	Y=2 Major Deficiency	Z=1 Rejection
61. International linkages	A clear policy and plan exists to set up active international linkages. Evidence that at least three such linkages have been formally set up through MOUs also implemented over a period exceeding one year.	A clear policy and plan exists to set up active international linkages. Evidence that at one such linkage has been formally set up through MOU also implemented over a period exceeding one year.	A clear policy and plan exists to set up active international linkages. No evidence that this policy is being actively implemented in the form of MoUs signed documentary evidence to show some activity.	No clear policy in this regard and no evidence of any significant activity to set up MoU
62. National linkages	A clear policy and plan exists to set up active national linkages. Evidence that at least five such linkages have been formally set up through MOUs also implemented over a period exceeding one year	A clear policy and plan exists to set up active national linkages. Evidence that at three such linkage has been formally set up through MOU also implemented over a period exceeding one year.	A clear policy and plan exists to set up active national linkages. No evidence that this policy is being actively implemented in the form of MoUs signed documentary evidence to show some activity.	No clear policy in this regard and no evidence of any significant activity to set up MoU
63. National credibility of the School	Evidence that the top employers of the country are recruiting graduates of this school in sizeable numbers Ranking by National Agency: Ranked in Top 5 universities in Business Education Category	Evidence that good organizations are recruiting graduates of this school. Ranking by National Agency: Ranked Top 10 in Business Education Category	Evidence that only few credible organizations are hiring graduates of this school Ranking by National Agency: Ranked among top 20 universities in the Business Education category	No evidence that credible organizations are hiring graduates of this school No included in the top 20 ranking of schools in the business education category

<p>64. International credibility of the School</p>	<p>Any International accreditation of Business Programs/School.</p> <p>Linkages with top ranked international business schools- Joint programs or activities conducted with top ranked international organizations, universities and/or companies</p> <p>Track record of placing graduates at top ranked universities for masters and PhD education Graduates hired directly by international companies in the global cadres and placed in positions outside Pakistan</p> <p>Faculty serving as visiting faculty at top business schools of the world (any two of the above would sufficient)</p>	<p>Any International accreditation of Business Programs/School</p> <p>Linkages with quality international business schools Joint programs or activities conducted with quality international organizations, universities and/or companies</p>	<p>Have been judged eligible to start an International accreditation process but not awarded yet.</p> <p>Some linkages with credible international business schools, organizations and/or companies.</p> <p>Some evidence of selection of graduates at institutions that have international accreditation</p>	<p>Not taking part in international ranking/accreditation</p> <p>No evidence of placement of students in accredited schools masters or PhD programs.</p> <p>No consistent record of placement of graduates with quality international companies outside Pakistan.</p>
<p>65. International participation in governance</p>	<p>Clear policy in place to include international members in various decision making forums. Evidence that at least 10% of the board/senate/syndic</p>	<p>Clear policy in place to include international members in various decision making forums. Evidence that some of the board/senate/syndic</p>	<p>Clear policy in place to include international members in various decision making forums. No evidence that some board/senate/synd</p>	<p>No clear stated policy in place to include international members in various decision making forums.</p>

	ate members have served in senior positions outside Pakistan or represent international organizations in Pakistan.	ate members have served in senior positions outside Pakistan or represent international organizations in Pakistan.	icate members have served in senior positions outside Pakistan or represent international organizations in Pakistan.	
66. International content of the programs	Clear stated policy that a certain percentage of the content in various programs will be international Evidence that at least 50% of the content in programs is international	Clear stated policy that a certain percentage of the content in various programs will be international Evidence that less than 50% of the content in programs is international	Clear stated policy that a certain percentage of the content in various programs will be international Evidence that less than 30% of the content in programs is international	No clear stated policy that a certain percentage of the content in various programs will be international. International content in various programs and course is based on an ad-hoc approach and linked with the school's mission or strategy.
67. Internationalization of the student body	Clearly stated policy to attract international students. The required organizational set up, processes, and physical infrastructure in place to facilitate international students Evidence that at least 10% of the student body is from outside Pakistan Specific allocations in budget to provide financial aid and other facilitates to international students	Clearly stated policy to attract international students. The required organizational set up, processes, and physical infrastructure in place to facilitate international students Evidence that at least 5% of the student body is from outside Pakistan	Clearly stated policy to attract international students. Some elements of organizational set up, processes, and physical infrastructure in place to facilitate international students Less than 5% of the student body is from outside Pakistan	No stated policy to attract international students. No required organizational set up, processes, and physical infrastructure in place to facilitate international students.
68. Quality of corporate partners and clients	A clear policy to engage with top corporate entities to for joint research,	A clear policy to engage with top corporate entities to for joint research,	A clear policy to engage with top corporate entities to for joint	No clear policy to engage with top corporate entities to for joint research,

	<p>curriculum development, teaching, student coaching and mentoring. Evidence that extensive formal mechanisms have been set up for materializing these partnerships and there is actual engagement with corporate leadership on a regular basis.</p>	<p>curriculum development, teaching, student coaching and mentoring. Evidence that some formal mechanisms have been set up for materializing some aspects of these partnerships and there is actual engagement with corporate leadership.</p>	<p>research, curriculum development, teaching, student coaching and mentoring. Evidence that only limited formal mechanisms have been set up for materializing these partnerships and there is low level of actual engagement with corporate leadership.</p>	<p>curriculum development, teaching, student coaching and mentoring. No evidence of any that formal mechanisms for materializing such partnerships and there is only occasional and ad-hoc (if any) actual engagement with corporate leadership.</p>
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Proformae 9: Admission Policy

5% weightage

	W=4 Exceeds the standards	X =3 Meets the standard	Y=2 Minor Deficiency	Z=1 Major Deficiency
69. Quality of the admissions office	<p>A properly staffed independent admission office exists that is led by a senior executive of at least 10 years of professional standing Proper physical and technology infrastructure exists to enable the admissions office to function in an effective and professional manner. The senior team in admissions office has been provide the needed training and exposure to international best practices in this area. There is evidence that the admissions office has been in place for at least three years and has functional without any issues</p>	<p>A properly staffed independent admission office exists that is led by a senior executive of at least 10 years of professional standing Proper physical and technology infrastructure exists to enable the admissions office to function in an effective and professional manner. There is evidence that the admissions office has been in place for at least two years and has functional without any major issues</p>	<p>An independent admission office exists that is led by an executive of at least 5 years of professional standing. Proper physical and technology infrastructure exists to enable the admissions office to function in an effective and professional manner. There is evidence that the admissions office has been in place for at least one year and has functioned without any major mishaps</p>	<p>No properly staffed independent admission office exists or has been set up only over the last few months and is staffed by relatively junior and experienced staff.</p>
70. Quality of incoming students-first Degree	<p>A clear policy exists to only recruit top quality students. There is evidence that the incoming students are among the top 20% (on the average) of the</p>	<p>A clear policy exists to only recruit good quality students. There is evidence that the incoming students are among the top 30% (on the average) of the programs from</p>	<p>A clear policy exists to only recruit properly qualified students. There is evidence that the incoming students are among the top 50% (on the</p>	<p>No clear policy and process exists to only recruit properly qualified students. There are indications that the approach is to fill all the seats that available in a program without regard to the</p>

	programs from where they have graduated as depicted by their CGPA and scores in entry tests.	where they have graduated as depicted by their CGPA and scores in entry tests.	average) of the programs from where they have graduated as depicted by their CGPA and scores in entry tests.	suitability of their preparation for the related program of studies.
71. Quality of incoming students-post graduate Degree	A clear policy exists to only recruit top quality students. There is evidence that the incoming students are among the top 20% (on the average) of the programs from where they have graduated as depicted by their CGPA and scores in entry tests and/or possess very strong work experience or other exceptional skills .	A clear policy exists to only recruit good quality students. There is evidence that the incoming students are among the top 30% (on the average) of the programs from where they have graduated as depicted by their CGPA and scores in entry tests and/or possess good work experience or other useful skills .	A clear policy exists to only recruit properly qualified students. There is evidence that the incoming students are among the top 50% (on the average) of the programs from where they have graduated as depicted by their CGPA and scores in entry tests and/or possess good work experience or other useful skills.	No clear policy exists to only recruit adequately qualified students. There are indications that the approach is to fill all the seats that available in a program with out regard to the suitability of their preparation for the related program of studies.
72. Quality of the students selection processes	There is a clear, documented policy for entry requirements describing minimum qualifications, grade/percentage or marks obtained and entry test. The entry requirements are totally aligned with the vision, mission and objectives of the Business School. The Business School monitors and implements	There is a clear, documented policy for entry requirements describing minimum qualifications, grade/percentage or marks obtained and entry test. The entry requirements are more or less aligned with the vision, mission and objectives of the Business School. The Business School monitors and implements the	There is a clear, documented policy for entry requirements describing minimum qualifications, grade/percentage or marks obtained and entry test but is not followed consistently. The entry requirements are only marginally aligned with the vision, mission and objectives of the Business School	There is a no policy for entry requirements. No procedure could be observed through which the Business School ensures merit and transparency in selection of the students.

	<p>the policy properly and ensures the principle of merit by adopting transparent procedures for selection of students.</p> <p>There are elaborate processes in place to regularly review and monitor the admission processes and practices to improve their effectiveness and alignment with the schools vision, mission and specific goals</p>	<p>policy properly and ensures the principle of merit by adopting transparent procedures for selection of students.</p>		
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